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ABSTRACT

A curriculum package designed for Providence, Rhode Island's proposed magnet school program is presented in this report. Included are the curricula for Health Careers, Creative, Performing and Communications Arts, Business and Management, and Government and Law Magnet Programs. General information about each curriculum covers overall goals, assessment procedures, support services, teacher training, strategies for developing parent/student involvement, staffing, budgeting, space requirements, projected enrollment, organization, and supply needs. Specific course statements and plans for the inclusion and support of minority, handicapped, and other disadvantaged students are included. Emphasis on basic skills, preparation of students for both entry-level and professional schools, receptivity to student interests and abilities, and the importance of community involvement are also discussed. (EB)

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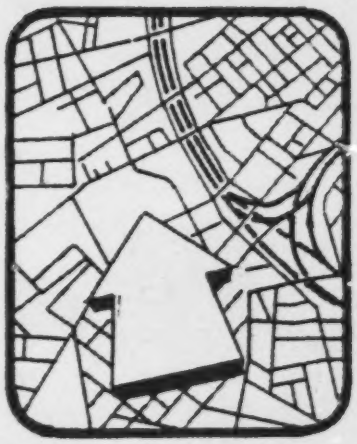
NEUTRAL SITE PLANNING PROJECT

VOL. III



CURRICULUM DEVELOPMENT

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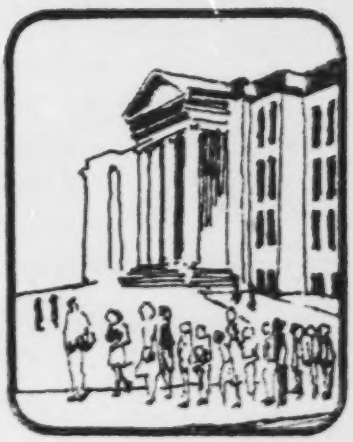

UDO 19904

CITY OF PROVIDENCE, DEPARTMENT OF PUBLIC SCHOOLS

UNIVERSITY OF RHODE ISLAND
COMMUNITY PLANNING AND AREA DEVELOPMENT, URBAN FIELD CENTER

FINAL REPORT
VOLUME III

CURRICULUM DEVELOPMENT

A PLAN FOR A NEUTRAL SCHOOL THAT IS LOCATED SO AS TO BE ACCESSIBLE TO SUBSTANTIAL NUMBERS OF STUDENTS FROM DIFFERENT RACIAL AND ETHNIC BACKGROUNDS

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FOREWORD

This report is the third of four volumes prepared by the Providence School Department and CPAD Urban Field Center, University of Rhode Island, to meet their contractual obligations with the Office of Education, Department of Health, Education and Welfare. Funded by an ESAA grant, this report documents the planning process, findings and support data of the Neutral Site Planning Project in Providence, Rhode Island.

The goals of the Project are:

To plan a neutral site magnet school that is located so as to be accessible to substantial numbers of students of different racial and ethnic backgrounds;

To plan a neutral site magnet school with a special curriculum which is a course of study embracing subject matter or a teaching methodology not generally offered to students of the same age or grade level, and in the same local educational agency, as the students to whom the special curriculum is offered.

In order to meet these goals, four principal objectives were undertaken:

Objective A: To conduct surveys and studies to determine the location of the school.

Objective B: To plan an educational program for the proposed neutral site school.

Objective C: To develop architectural plans and designs for the facilities to house the proposed neutral school sites.

Objective D: To carry out repairs and minor remodeling for the proposed neutral site school.

Volume I is the Neutral Site Plan, and details the activities in Objectives A and B. Volume II contains a series of twenty-four neighborhood profiles, and meets the remaining mandates of Objective A. Volume III is the curriculum package which responds to Objective B, and includes the design of the four proposed magnet programs. Volume IV is the facilities analysis report, and translates curriculum design into spacial utilization patterns.

The four volumes together stand as an action plan for the development of neutral site magnet programs in Providence, Rhode Island.

CURRICULA FOR PROPOSED EDUCATIONAL PROGRAM

INTRODUCTION

During the past several years, the Providence School Department has been exploring ways to revitalize the secondary school curriculum to make it more meaningful to the academic, career, and personal development of students. As a result of this effort, and after receiving extensive input and corroborative data from students, staff, parents, community members, and business and professional representatives, it was concluded that specialized, academic programs be developed in the city's high schools. Each program would incorporate the following elements:

-- emphasis on development competencies in basic skills.

-- preparation of students for both entry-level and professional schools.

-- receptivity to student interests and abilities.

-- providing learning options in specific thematic areas capable of attracting students.

-- parental and community involvement.

-- involvement of the business and/professional community as an active partner in the educational process.

The development of the Providence School Department Magnet School Program led to the formation of a comprehensive curriculum designed to address these elements. Beginning in September 1978, four new curriculum options will be offered: Mt. Pleasant High School will be the base of a Health Magnet; Hope High School will house the Creative, Performing, and Communications Arts Magnet; and Central High will be the location of both the Business and Management Magnet and the Government and Law Magnet. Each program will be described in detail.

MAGNET PROGRAM INFORMATION

Magnet Program: ARTS: The Performing, Creative and Communication Arts

School: HOPE

MAGNET PROGRAM DESCRIPTION

Abstract (100 Words or Less):

The Arts Magnet program for students demonstrating high interest in one or more of the arts disciplines shall provide an opportunity for structured exploration of that interest. The disciplines include art, dance, dance/gymnastics, vocal and instrumental music, theatre, writing and communications media. Individual programs will be developed so that each student can explore all the arts, develop skills related to interest areas, and make decisions about the place of the arts in his life. As a comprehensive program, training and career education will be integrated processes.

Overall Goals:

1. To increase student's self knowledge related to his interest in the arts.

2. To increase student's knowledge about work in the arts, and the world of work in the arts.

3. To develop career decision-making skills through relating self knowledge to knowledge about work and the world of work in the arts.

Major Methodology (e.g.: small groups, lectures, etc.):

1. Self awareness exercises and self assessment tools.
2. Individual and group counseling.
3. An individually structured training program based upon student's present skill level and areas of interest.
4. Guest artists and field trips.
5. Faculty sharing.
6. Student sharing.
7. Career Panels.
8. Additional career education strategies: shadowing, interviewing, internships and apprenticeships.

Assessment Procedures:

Students will be evaluated using individual critiques and/or group critiques. Four quarterly written reports will be completed for each student and evaluate:

1. The overall quality of a student's performance.
2. The concentration/effort/work demonstrated by the student.
3. The mastery of certain fundamental skills related to the specific areas of interest.

Unique Characteristics:

1. Students will have a teacher-advisor who will monitor the student's program for progress.

2. Students will have individual programs designed to meet their particular needs for exploration, concentration, and career education.

PROGRAM IDENTITY:

A. Extent of integration of magnet students with non-magnet students.
   1. Students will take their morning academic program with other students enrolled at Hope.

   2. Magnet students will be blocked into arts classes in the afternoon--spending some time subdivided by areas of interest and some time together with the total groups.

   3. Any workshops offered after school may be open to non-magnet students.

B. Relationship of magnet program to similar programs operated in the system (e.g. Law and Government Magnet to Law Enforcement Program; Health Magnet to Medical Secretarial Program, etc.)

   None.

SUPPORT SERVICES

A. General relationship of magnet programs to the following in terms of resources and services.

   A 1. Title I

   At present, Hope is not a Title I school. Movement of students should be observed over the next few years to determine if changes will occur in the distribution of Title I eligible students.

   A 2. Bi-lingual

   A few students accepted for the Hope program are bi-lingual and will require some support services in either their academic and/or their art program. These students should be identified so that services can be forthcoming.

   A 3. Basic Skills

   Many students in the Hope program may qualify for corrective or remedial basic skills programs. Arts strategies should be incorporated into these basic skills programs so as to motivate students to master basic skills.

A 4. Special Education

Mainstreamed students should be identified. Further, their test scores should be interpreted to arts personnel so that appropriate programs and career education can be developed for these students. To date, no students have been accepted with physical handicaps. When they do, similar assistance should be given.

A 5. Experienced Based Career Education Program (related to career development and preparation needs)

As the comprehensive program is based upon an integration of career education with training, eventually "experienced-based career education" will be appropriate for students. Such "experience-based" activities would include interviewing, shadowing, field trips, internships and apprenticeships.

A 6. Counseling and Guidance Services of Comprehensive High School

Students will have a regular counselor to advise on the student's academic program. As the program willhelp students determine career directions, the teacher-advisor and the counselor should meet at least one time per year together to plan for the students further course selection. Counselor will be given some in-service on arts careers and equipped with arts career education reference materials.

A 7. Counseling and Guidance Services of Middle School

All middle school counselors should be introduced to all the magnet programs and strategies for early identification of interest and talent. Such will help them prepare students for decision-making at the eighth grade.

A 8. Other

Middle schools should have substantial curriculum development in the arts and offer more opportunities for students to test out interest areas prior to eighth grade eligibility for secondary magnet programs. Special interest programs, workshops, and career education would be appropriate strategies.

B. Specific assistance planned for students with limited English speaking ability (predominant approach)

No plan has yet been formalized for these students beyond the basic premise that the arts allow for much communication of a non-verbal nature. Some students will require specific assistance and these students should be identified and a plan developed for each.

C. Specific assistance planned for students with handicaps and disabilities.

To date, no serious handicaps have been observed among the applicants. The program should move forward slowly in recruiting such students to ensure that the program can be responsive to their needs.

PARENT/STUDENT INVOLVEMENT

A. Specific form of parent involvement (conferences, classroom participation, curriculum development, advisory group, other).

1. Parent Orientation Day: an open house to visit the school, learn about the program and to meet other parents.

2. Periodic Open Houses: events through which parents can be educated about the work students are doing in the program.

3. Curriculum advisement: parents who are artists will be called upon for curriculum review and development.

4. Advisory Group: representatives of the parents will be invited to serve as regular members of an advisory group to review policies, curriculum, program development and support for the program.

5. Parents' Group: parents will be encouraged to initiate their own group to assist with program development.

B. General plan for parent evaluation of program.

No plan has been developed to date. A written evaluation would provide evidence of parents' evaluation but these are frequently not effective in getting response. An interview strategy might prove more effective. The most significant exchange would be to require annual parent-staff interviews. (Having some experience with this, the parents the program staff need to reach most are always the hardest. All magnet programs could certainly use some help planning parent evaluation strategies.)

C. General plan for student evaluation of program.

Students can given written evaluations on a periodic basis that can be used to monitor student response and concern. Mid-year and end-of-year formal evaluations should be required.

More frequent, less formal strategies should also be incorporated--i.e. student discussions and one-to-one feedback.

D. Specific activities planned to overcome problems of sex-role stereotyping and single-sex enrollments.

1. Role models will be carefully selected to represent careers without sex-role stereotyping.

2. Materials selected for student taxes and/or references shall be reviewed to insure that roles are not sex-stereotyped.

3. Students will be encouraged to explore all activities within the framework of the program, and to explore various roles within the art work world.

E. Specific activities planned to focus on cultural and ethnic diversity of magnet students.

Hope has a wide variety of cultural and ethnic heritages among its total student body and also among the magnet students.

Certain kinds of focus can be given through diverse arts experiences and encounters with artists.

Student sharing, an integral strategy of the program, will also encourage such diversity to emerge with respect and dignity.

Eventually (with some curriculum development in a second year) arts history can emphasize the cultural and ethnic heritage as it is expressed in all the arts forms.

F. Identification and role of Advisory Group and/or Professional/Business Community (Specify how they have been or will be involved).

1. A professional group will be asked to participate in and to review curriculum development. It will also be asked to assist in developing liaisons with the community for support and cooperative arrangements.

2. A representative of that professional group will be asked to sit on the general advisory board.

3. Members of the professional community will engage through the following activities:

a. Instruction (special workshops or master classes)
b. Career panels
c. Speakers
d. Field trips into the community
e. Interviews, shadowing
f. Internships and apprenticeships

STAFFING

Teacher Name	Race/Ethnicity	Sex	Course	Prior Experience
D'Attorro	white	M	ART	25 years. artist & teacher
Van Allsburg	white	F	ART	Television producer, director & teacher
Dunn	white	F	DANCE/GYM.	Trained gymnast & dancer
Freedman	white	M	MUSIC	Teacher, musician & director
Coli	white	M	THEATRE	Director, counselor, teacher

PROGRAM BUDGET

Total budget:

Equipment and supplies:

PHYSICAL SPACE

Space requirements

ART - 2 studios and 1 gallery
DANCE - 1 major studio
GYMNASTICS - 1 studio
MUSIC - 1 studio & several other performance & practice spaces
THEATRE - theatre lab
WRITING - classroom

Location of space (rooms)

Primarily basement and 1st floor of building

Renovations Necessary Prior to September 1, 1978

Type of Renovation	Projected Cost	Status
Installation of dance floor	$2,000.00	Plans and space reviewed; specs out.
Installation of gallery		Completed-Spring, 1978
Repairs to stage floor		Work order needed
Installation of dark room		No action as yet
Security gates for music area, backstage area and art area		No action as yet

ENROLLMENT

Total for September, 1978: Acceptances as of June 25, 1978: 130

Grade (s): 9th 50%, 10th 25%, 11th 10%, 12th 15%

Breakdowns

Category	Number
Sex	Male 58 Female 72
Race (specify)	White 67
Ethnicity (specify)	Black 47
Language Dominance (specify)	Asian 3
	Portuguese 7
Handicapped Status (Indicate disability and availability of IEP)	Spanish Surname 6
	Handicapped 0

ARTS COURSE OFFERINGS

Course Title	Course Number	Number of Credits	Length of Course	Grade Level	Magnet	Non-Magnet
Foundation for Art		2	1 year	Non-grade	Art	
Foundation for Dance		2	1 year	Placed in level according to proficiency: Beginner or Intermediate; student will be advanced as skills are mastered.	Art	
					Art	
Foundation for Gymnastics		2	1 year		Art	
Foundation for Music		2	1 year		Art	
Foundation for Theatre		2	1 year		Art	
Foundation for Writing		2	1 year			

Above include Explorations in the Arts/Career Education component.

Renovations Necessary Prior to September 1, 1978 (Cont.)

Type of Renovation	Projected Cost	Status

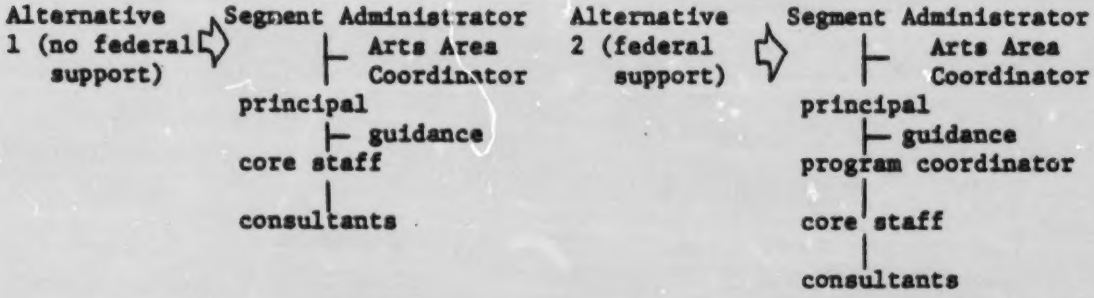
Total Program Budget:

Projected Supplies, Texts and Materials

Item	Cost	Status
Art Supplies	unknown	out for bids; to be purchased with 77-78 monies.
Music Supplies	"	"
Career Education texts	"	"
Art Equipment	"	"
Music Equipment	"	"
Theatre Equipment	"	"
Dance Equipment	"	"
Darkroom	"	yet to be put out on bid

ORGANIZATIONAL ISSUES

A. Organizational structure (administrative lines of responsibility, etc.)



B. Plan for dissemination of information on magnet program to other magnets and entire school system.

1. The middle schools: coordinated by one magnet core staff person responsible for developing
   a. curriculum that includes arts processes
   b. visitation programs (magnet students to middle schools, middle school students to the magnet).

2. To other high schools and other magnets; an exchange program of performances and special events--such as an arts and science festival or an arts and business conference.

C. Expectations for year one staff training and program development needs (workshops, release time, etc.)

1. Three weeks, full time summer pre-service for core staff.
2. Two to five days pre-service involvement for all personnel related to program--including principal, guidance counselors, consultants.
3. Five days common release time curriculum development.
4. Daily common resource time for all core staff.
5. Mid year in-service for evaluation and program development.
6. End-of-year evaluation workshop.
7. Three weeks, full time summer in-service for all staff for second year planning and development.

D. General plan for student input concerning program policy or curriculum.

Students shall be represented on the general advisory board for the program.

E. Student discipline policy.

1. A contract for participation in the magnet program shall identify high standards for student conduct, attendance and performance.

2. Students violating that contract will place in jeopardy their right to continue in the program; due process according to Davis-Brickell will be followed.

F. Student government and rights.

There is no apparent need for students in the magnet program to form a student government separate and apart from the regular student government at Hope. However, it might be reasonable to expect certain committees or representatives within that government to reflect the needs and concerns of the magnet students.

Student rights should be consistent with existing Davis-Brickell policies.

G. Extracurricular and cocurricular activities.

1. After school or special workshops may be offered in conjunction with the magnet program.

2. Weekend workshops or field trips might be developed if funds permit.

COURSE STATEMENT

Magnet Program: Performing, Creative and Communication ARTS

Department/Area of Study ART

Course Title: Foundation for Art (Beginning and Intermediate Sections) Course Number: _____

Length of Course 1 year No. of Credits 2 Grade Level(s) non-graded

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry)

☒ Required ☐ Selective ☐ Elective

Course Description

Foundation for ART has three major components: drawing, design, and explorations in the arts/career education. It is an introductory course emphasizing a structured approach to the development of skills, vocabulary, and creative problem solving. Students will be placed into the explorations or career education component depending upon their needs.

Course Goals:

1. To develop students' understanding of the creative problem-solving process.
2. To develop students' ability to concentrate effort, to develop good work habits, and to develop self discipline.
3. To develop basic drawing skills related to drawing from life, observation, and imagination.
4. To develop basic design vocabulary for two dimensional and three dimensional work.
5. To develop basic design and organizational skills.
6. To develop skills related to a variety of basic media.
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abilities in the arts, and to the ways one works best in the arts.
10. To encourage dialogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communication ARTS

Department/Area of Study DANCE

Course Title Foundation for Dance (Beginning and Intermediate sections) Course Number

Length of Course 1 year No. of Credits 2 Grade Level(s) non-graded

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry)

☒ Required ☐ Selective ☐ Elective

Course Description:

Foundation for Dance focuses upon the study of modern dance, ballet, and explorations in the arts/career education. It introduces the student to the discipline of the dance class and to jazz, tap, ethnic and folk fance, dance vocabulary, diet and health for the dancer and choreography. Students will be placed into the explorations or career education component depending upon their needs.

Course Goals:

1. To develop students' understanding of the creative problem--solving process.
2. To develop students' ability to concentrate effort, to develop good practice habits, and to develop self discipline.
3. To develop basic movement skills related to ballet, modern, and other dance forms.
4. To develop basic dance vocabulary.
5. To develop basic design and organizational skills related to dance (choreography).
6. To develop an understanding of the relationship between diet and health for the dancer.
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abilities in the arts, and to the ways one works best in the arts.
10. To encourage dialogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communication ARTS

Department/Area of Study GYMNASTICS

Course Title Foundation for Gymnastics Course Number _____

Length of Course 1 year No. of Credits 2 Grade Level(s) _____

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry).

[X] Required [ ] Selective [ ] Elective

Course Description:

Foundation for Gymanstics has three components: modern dance, gymnastics and explorations in the arts/career education. It is an introductory course emphasizing basic movement skills, dance and gymnastics vocabulary, diet and health for the gymnast and choreography. Students will be placed into the explorations or career education component depending upon their needs.

Course Goals:

1. To develop students' understanding of the creative problem-solving process.
2. To develop students' ability to concentrate effort, to develop good practice habits, and to develop self discipline.
3. To develop basic movement skills related to modern dance and gymnastics.
4. To develop basic dance and gymnastics vocabulary.
5. To develop basic design and organizational skills related to gymnastics (choreography).
6. To develop an understanding of the relationship between diet and health for the gymnast.
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abilities in the arts, and to the ways one works best in the arts.
10. To encourage diaglogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communication ARTS

Department/Area of Study MUSIC

Course Title Foundation for Music (Beginning and Intermediate sections) Course Number _____

Length of Course 1 year No. of Credits 2 Grade Level(s) non-graded

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry).

[X] Required [ ] Selective [ ] Elective

Course Description:

Foundation for Music has three basic components: sight-reading/ear training, vocal/instrumental training and explorations in the arts/career education. It is an introductory course emphasizing the development of skills, vocabulary, and creative problem solving. Students will be placed into supervised practice or performance groups according to proficiency. Students will be placed into the explorations in the arts or career education component depending upon their need.

Course Goals:

1. To develop students' understanding of the creative problem-solving process.
2. To develop students' ability to concentrate effort, to develop good practice habits and to develop self discipline.
3. To develop basic skills related to sight reading and ear training for vocal and/or instrumental work.
4. To develop basic music vocabulary.
5. To develop basic compositional skills.
6. To develop performance skills.
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abililties in the arts, and to the ways one works best in the arts.
0. To encourage dialogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communication ARTS

Department/Area of Study MUSIC

Course Title Foundation for Music (Beginning and Intermediate sections) Course Number _____

Length of Course 1 year No. of Credits 2 Grade Level(s) non-graded

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry).

[X] Required [ ] Selective [ ] Elective

Course Description:

Foundation for Music has three basic components: sight-reading/ear training, vocal/instrumental training and explorations in the arts/career education. It is an introductory course emphasizing the development of skills, vocabulary, and creative problem solving. Students will be placed into supervised practice or performance groups according to proficiency. Students will be placed into the explorations in the arts or career education component depending upon their need.

Course Goals:

1. To develop students' understanding of the creative problem-solving process.
2. To develop students' ability to concentrate effort, to develop good practice habits and to develop self discipline.
3. To develop basic skills related to sight reading and ear training for vocal and/or instrumental work.
4. To develop basic music vocabulary.
5. To develop basic compositional skills.
6. To develop performance skills.
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abilities in the arts, and to the ways one works best in the arts.
10. To encourage dialogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communications ARTS

Department/Area of Study THEATRE

Course Title Foundation for Theatre (Beginning and Intermediate Sections) Course Number _____

Length of Course 1 year No. of Credits 2 Grade Level(s) _____

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry).

[X] Required [ ] Selective [ ] Elective

Course Description:

Foundation for Theatre has three components: performance, environment/ presentation, and explorations in the arts/career education. It is an introductory course emphasizing the development of performance skills through improvisation, characterization and scene study, presentational skills through the creation of environments for drama, vocabulary and the related study of movement, voice and diction. Students will be placed into the explorations in the arts/career education component depending upon their needs.

Course Goals:

1. To develop students' understanding of the creative problem-solving process.
2. To develop students' ability to concentrate effort, develop good practice and work habits, and to develop self-discipline.
3. To develop basic skills related to acting including movement, speech, improvisation, characterization, memorization and ensemble work.
4. To develop basic skills related to creating environments for the presentation of drama including stage design, construction, costumes, make up and lighting.
5. To develop basic vocabulary for theatre.
6. To develop basic design and organizational skills (designing, directing).
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abilities in the arts, and to the ways one works best in the arts.
10. To encourage dialogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communication Arts

Department/Area of Study WRITING/COMMUNICATIONS MEDIA

Course Title Foundation for Writing and Media Course Number

Length of Course 1 year No. of Credits 2 Grade Level(s)

Prerequisites Achievement of 9th grade status or demonstration of advanced skills (early entry).

[X] Required [ ] Selective [ ] Elective

Course Description:

Foundation for Writing and Media emphasizes three major areas: reading and writing, communications media and explorations in the arts/career education. It is an introductory course emphasizing the development of skills in reading, writing, vocabulary, communications and creative problem-solving. Students will be placed into the exploration in the arts of career education component depending upon their needs.

Course Goals:

1. To develop students' understanding of the creative problem-solving process.
2. To develop students' ability to concentrate effort, develop good work habits, and to develop self discipline.
3. To develop basic skills related to writing, reading, and communication.
4. To develop basic vocabulary for communications and writing.
5. To develop basic compositional and design skills.
6. To develop skills related to variety of communications media.
7. To develop a comprehensive arts vocabulary.
8. To be able to identify commonalties and distinctions among art forms.
9. To develop an understanding of one's own interests and abilities in the arts, and to the ways one works best in the arts.
10. To encourage dialogue among peers and between adults and students.

COURSE STATEMENT

Magnet Program Performing, Creative and Communication ARTS

Department/Area of Study ARTS

Course Title Explorations in the Arts/Career Education Course Number

Length of Course 1-4 years No. of Credits - Grade Level(s) non-graded

Prerequisites Note: this is a component of all Foundation Courses

[X] Required [ ] Selective [ ] Elective

Course Description:

This component of all foundation courses provides a structured sequence for the development of self knowledge/understanding, development of knowledge about work and the world of work in the arts, and the development of career decision-making processes. The student's need for career education will determine the nature of activities developed.

Course Goals:

1. To assess the students' career education needs.
2. To develop each student's understanding of his arts talents and abilities, interests and values.
3. To develop each student's understanding of the world of work in the arts.
4. To develop decision making processes that relate self knowledge to world of work knowledge.
5. To develop students' ability to identify and obtain opportunities for experience with adults and working artists.
6. To develop students' contacts in the working world of the arts.

General Framework Within Activities Should be Developed:

Activities should generally emphasize the development of basic arts skills, foster self-development and creative thinking. As preparation for more professional training, all activities should integrate discipline with the development of good habits and skills.

Assessment Procedures:

Performance evaluation can be designed for each arts discipline and should reflect:

1. overall quality of students' work
2. degree of concentration, effort, work
3. mastery (growth of) basic arts skills.

One-to-one critiques should be scheduled at least twice yearly between the student and his teacher advisor.
Written evaluation should be quarterly with copies to the student and parents.

Preferred Method of Instruction (specify approaches for multi-level student skills and abilities)

Group instruction for general skill and conceptual development.
Individualized instruction where appropriate.
Ultimately the instruction should help students identify their individual strengths and/or preferences among:

1. individual projects
2. performing for others
3. collaborating with others
4. sharing the arts with others
5. applying arts talents to other content areas

Integration of Course with Experience Based Career Education Program:

The program, adopting the curriculum for career education in the arts, will provide a solid foundation from which students can pursue experience based (out-of-school) career education.

If students' career education needs can be differentiated, students who are ready for experienced-based career education can be moved more quickly towards internships and/or apprenticeships.

Plans for Short-term and Long-term Site Visits and Work Experiences:

As students become ready for such, they will be incorporated into the program. Field trips and site visits are an essential strategy with the curriculum for career education in the arts. Work experiences, as noted above will be pursued as students evidence readiness and such opportunities can be developed in the community.

Plans for inclusion and support of students with limited English speaking ability:

Some students with limited English speaking ability have been encouraged to join the arts magnet because much communication can be developed that is non-verbal in nature. Further, some students with limited English speaking ability are in the theatre program where speech and diction will be developed. They may need other assistance for their academic and highly verbal experiences in the magnet.

Plans for students with identifiable handicaps:

The only handicaps obvious to date suggest limited academic ability. The arts will offer other strategies for learning. Mainstreamed students should be identified early, and also any further acceptances with other handicaps. Their test scores should be interpreted to arts personnel so appropriate programs for arts training and career education can be developed on an individual basis. Student programs should be monitored carefully and educational plans adjusted on an individual basis.

Plan for familiarizing students with cultural and ethnic diversity of magnet students:

Resource artists and special workshops emphasizing cultural and ethnic diversity in artistic expression can be planned.

Student sharing will also facilitate respect for individuality of heritage and expression and develop understanding of such diversity.

Eventually arts history can be a vehicle for the discovery of the development of art and culture, and would be an effective complement or emphasis for the elective in social studies.

Steps for ensuring texts and materials are free of cultural, racial, and sexual bias:

All texts should be reviewed for such biases prior to approval for use in the program.

If course has uneven balance of male and female students, plans for providing support to the smaller number of students:

Primary support will be via role models. Consultants will be selected to help achieve a balance in role models, and provide exposure to how many people, regardless of sex, work in the arts. Also, students will be encouraged, via the Explorations-in-the-arts Component, to literally try everything.

If course has uneven balance of minority and majority students, plans for providing support to the minority students:

As the program acceptances now demonstrate a rather even distribution of minority-majority students, the more critical question concerns

support and stragegies for the gifted/talented/disadvantaged youth who will have different educational needs than the advantaged.

Also, certain strategies inherent in the programs--communication, sharing, group projects--will be focused on helping students "live together" rather than just occupy the same space.

Plans for in-service training and release time for participating teachers:

The plan for in-service is under development and should include:

1. an introduction to the magnet concept
2. the interest program as a vehicle for serving the gifted and talented
3. career education as a comprehensive concept for program development
4. strategies for desegregation/integration, bi-lingual, ESL, handicapped
5. development of teacher-advisor skills

The plan for release time has yet to be developed for magnet teachers other than to involve them in comprehensive program development in the arts.

Weekly planning time is unevently distributed among teaching staff and needs strengthening. (Proposed: 1 core person from every arts discipline with 1 period daily for group coordination, planning, evaluation, and program development.)

MAGNET PROGRAM INFORMATION

MAGNET PROGRAM: BUSINESS AND MANAGEMENT

SCHOOL: Central High School
Mr. Arthur Zarrella, Principal
Dr. Robert G. Brooks, Program Administrator/Supervisor

MAGNET PROGRAM DESCRIPTION

Abstract (100 Words or Less):

The BUSINESS AND MANAGEMENT PROGRAM is a four-year course of study which will be inaugurated at Central High School in September 1978 for those students who demonstrate the interest, motivation, and ability required to successfully pursue a high school program in business. Building on a strong existing program, the Business Magnet will offer an expanded number of courses of study in this traditionally high interest area. Five major concentrations will be offered:
Accounting and Management; Banking and Finance; Marketing; Computer Science; and Secretarial Science/Office Education. Each concentration will offer a specialized curriculum with academic, technical, and career-related courses directed toward entry-level employment or further education.

Overall Goals:

1. To develop career awareness, academic growth, communication and computation skills, and basic social skills. Students will have an opportunity to acquire skills and knowledge needed to perform effectively in the business world.
2. To provide each student with an awareness of the career opportunities available in the business community and to provide knowledge of the skills and requirements necessary to take advantage of these opportunities.
3. To develop the knowledge, skills, attitudes, work habits, and personal qualities required for entry and success in business and industry.

Major Methodology (e.g. small groups, lectures, etc.):

1. Classroom lecture by teacher
2. Group discussion in class
3. Written assignments on specific projects
4. Individual oral reports
5. Guest speakers
6. Audio-visual aids
7. On-site observation/discussion of career clusters at work
8. Hands-on activities
9. Indepdendent study
10. Field trips

Assessment Procedures:

1. Teacher-prepared written tests and assignments
2. Problem tests
3. Essays
4. Oral reports/discussions
5. Skill development
6. Teacher observation
7. Individual projects
8. Conference with teacher
9. Class work/home work
10. Employer feedback

Unique Characteristics:

1. The only city-wide, 4-year innovative career exploration program offering Accounting, and Management, Banking and Finance, Marketing, Computer Science, and Secretarial Science/Office Education.
2. Grade 9 experienced based career exploratory program to include occupational clusters as a prerequisite to course specialization.
3. On site experience-based career activities (including work simulation, co-op, internships) in Accounting, Management, Banking & Finance, Computer Science, Marketing and Secretarial Science/Office Education careers.
4. Expanded opportunities for career site visitations in each occupational cluster.
5. Direct and active involvement of business and industry through the Vocational Programs Advisory Committee.

PROGRAM IDENTITY

A. Extent of integration of magnet students with non-magnet students

Integration of magnet students with non-magnet students will generally occur in those courses which are not directly related to the magnet skill content area.

B. Relationship of magnet program to similar programs operated in the system (e.g.) Law and Government Magnet to Law Enforcement Program; Health Magnet to Medical Secretarial Program, etc.)

The Business Magnet program directly relates to the existing Business Education program at Central High School. It should also relate to the Law/Government and Pre-Vocational Magnet with respect to a variety of activities. (e.g.) recruitment, common guest speakers, room utilization, course offerings, etc.)

SUPPORT SERVICES

A. General relationship of magnet programs to the following in terms of

resources and services.

A. 1. Title I

Central High School is a Title I school. Students who are identified as being deficient in reading skills through the CAT or CTBS will receive a minimum of two hours of direct remedial reading instruction per week. These are three major activities: reading, make-up, and counselor/fieldwork.

The Central Make-Up project is a before and after school program located at Central Vocational and designed to meet the needs of Title I eligible 11th and 12th grade students who are dropout prone because of excessive academic failures.

The project provides for teacher-developed packaged programs which will be implemented on an individualized basis via student/teacher contracts to allow the student to receive course credit and/or remedial assistance through tutoring. The major subject areas to be offered are English, Math, Science, and Social Studies.

A counselor is provided to identify students, facilitate contractural arrangements, maintain records, act as liaison between the program and the regular school and provide counseling to students. A teacher-in-charge is also provided to assist in the counseling functions and to monitor and supervise all program activities.

A fieldworker is provided to serve as a liaison between home and school. Two reading teachers are provided to supplement the reading/language program for 9th and 10th grades.

A. 2. Bi-lingual

Students with limited English speaking will be able to participate in the Business and Management program. Bi-lingual aspects of the program are handled through the ESL program and, for example, peer grouping (pairing a bilingual student with a monolingual student of similar native language background within the same academic area), is possible. Bi-lingual teacher and/or aide resource and service to students in the Business program is recommended.

A. 3. Basic Skills

Appropriate students will participate in the Providence Competency Based Instructional Program. This program will assess the level of achievement and learning style of each student and prescribe a program to remediate deficiencies when appropriate. The basic competencies' program is a special program which is intended to prepare the majority of poor achieving students to master the basic life skills of communication, critical thinking, problem solving and functional writing.

A. 4. Special Education

Students with learning disabilities will be encouraged to

participate in the Business and Management program, as with the vocational program, commensurate with the student's ability and interest. Vocational/academic potential of each pupil is assessed (e.g., measure of past achievement, aptitudes, interests, work samples, and competency inventories) and Special Education is responsible for an I-E-P for each student.

A. 5. Experienced Based Career Education Program (related to career development and preparation needs)

Experience-Based Career Education is planned 9th grade exploration into the business world of work, especially designed for high school freshmen at the Business and Management Center. EBCE is an attempt to merge the work world with the classroom allowing the business community the opportunity to be involved in the learning process.

This innovative career exploration program stresses career awareness, academic growth, and basic social skills. Students have an opportunity to acquire skills and knowledge needed to perform effectively in the business world while becoming familiar with the career options available to them.

A major portion of the student's two-hour cluster time is devoted to association with employers in the community who provide guidance and knowledge of special skills requirements.

By exposing students to careers at this early age, the staff can help motivate and foster career goal planning while the students still have three years to learn the necessary skills and academic needs of various business professions.

Upon completion of the ninth-grade year, each student will select the career path to be pursued for the following year. The five choices available are:

Accounting and Management
Banking and Finance
Computer Science
Marketing
Secretarial Science/Office Education

A. 6. Counseling and Guidance Services of Comprehensive High School

Major goals of the Guidance services at the comprehensive high school are:

1. To establish an appropriate program to meet the educational needs of each student.
2. To provide career counseling to students on the type of skills, knowledge, and attitudes needed to prepare them for entering college or a specific occupation
3. To provide appropriate testing, placement and follow up.

A. 7. Counseling and Guidance Services of Middle School

Major goals of the Guidance Program at the middle schools are:

1. To provide services and experiences to meet the developmental needs of children usually in grades 5/6 through grade 8.
2. To provide counseling and enrichment experiences to develop and reinforce the child's self-concept, and his/her ability to identify problems in decision making.
3. To provide experience in career education with emphasis on self and career awareness, career exploration, appreciation and attitudes.

B. Specific assistance planned for students with limited English speaking ability (predominant approach).

Refer to A, A1, A2

C. Specific assistance planned for students with handicaps and disabilities.

Refer to A, A4

ORGANIZATIONAL ISSUES

A. Organizational structure (administrative lines of responsibility, etc.)

See Model F attached

B. Plan for dissemination of information on magnet program to other magnets and entire school system.

A magnet school newsletter was completed and distributed throughout the school system and the community. Further newsletters and specifics are to be established. See attached for information on the Business Careers Program, program descriptions, and each program's course sequence.

C. Expectations for year one staff training and program development needs (workshops, release time, etc.)

A comprehensive workshop will be conducted in August, 1978. Areas to be addressed at this workshop are: curriculum development; program policy; research planning and evaluation; management and organization; implementation; dissemination; external affairs; budget; and decision-making and policy. See draft of curriculum development workshop as prepared by Theodore Haig, 6/20/78.

D. Specific activities planned to overcome problems of sex-role stereotyping and single-sex enrollments.

1) Providing appropriate role-models where required
2) Non-biased texts and materials
3) Sex-equity awareness activities
4) Values clarification
5) Non-traditional speakers
6) Special recruitment activities
7) Update Title IX Institutional Self Evaluation

E. Specific activities planned to focus on cultural and ethnic diversity of magnet students.

1) Providing appropriate role-models where required
2) Non-biased texts and materials
3) Cultural/ethnic awareness activities
4) Values clarification
5) Cultural/ethnic diversity in guest speakers
6) Special recruitment activities

F. Identification and role of Advisory Group and/or Professional/ Business Community (Specify how they have been or will be involved)

The Vocational Program Advisory committee will be expanded to include additional Business and Management professional advisory members. Specific functions of this committee might include.

1) Providing input into program philosophy, organization, and curriculum development.
2) Advising on the type of skills, knowledge, and attitudes needed to prepare students for entering business occupations.
3) Providing or suggesting technical expertise or information regarding educational offerings.
4) Providing or assisting in identifying sites for student field trips, student internships, and cooperative work experience, and teacher orientation to occupational practices.
5) Providing volunteers as resources in the schools.

PARENT/STUDENT INVOLVEMENT

A. Specific form of parent involvement (conferences, classroom participation, curriculum development, advisory group, other)

A system-wide student-teacher-parent advisory group will be established and will meet on an interim basis throughout the school year. The specific roles of the S-T-P Advisory Group are to be determined, but tentative involvement themes might include:

1) assisting as resource person
2) assisting in curriculum development
3) assisting in the school policy-making process
4) assisting in program and course changes

B. General plan for parent evaluation of program

See above

C. General plan for student evaluation of program

See above

D. General plan for student input concerning program policy or curriculum

A system-wide student-teacher-parent advisory group will be established and will meet on an interim basis throughout the school year. The specific roles of the S-T-P Advisory Group will be determined in the August, 1978 workshop. Tentative involvement themes might include:

1) assisting as resource person
2) assisting in curriculum development
3) assisting in the school policy-making process
4) assisting in program and course changes

E. Student discipline policy

Regulations regarding student life and conduct are contained in Policy 5144 of the Davis-Brickell System under the title of Student Code of Rights and Regulations, a code specifically designed by the Superintendent and the School Committee for students in all schools.

F. Student government and rights

Same as above

G. Extracurricular and cocurricular activities

Students will have the opportunity to participate in all extra curricular and co-curricular activities currently being offered at Central High School.

ENROLLMENT

Total for September, 1978: 63 (as of June 20, 1978)

Grade (s): 9 and 10

Breakdowns

Category	Number
Sex 52 (82.5%) Female; 11 (17.5%) Male	
Race (specify)	Asian - 4 (6.3%) Black - 12 (19.0%)
Ethnicity (specify)	Indian - 1 (1.6%) Portuguese - 2 (3.2%)
Language Dominance (specify)	Spanish - 9 (14.3%) White - 35 (55.6%)
Handicapped Status (Indicate disability and availability of IEP)	

COURSE OFFERINGS - 9th Grade
(Appendix 10-12th grade offerings)

Course Title	Course Number	Number of Credits		Length of Course	Grade Level	Magnet	Non-Magnet
English			ONE YEAR	5/week			X
Science				5/week			X
Social Studies				5/week	9		X
Phy. Ed.				2/week			X
Math I				5/week		X	
E.B.C.E.				8/week		X	

Grade 10

Steno				5/week	10	X	
Typing I				5/week		X	

STAFFING

Teacher Name	Race/Ethnicity	Sex	Course	Prior Experience
To be confirmed				

PROGRAM BUDGET

Total budget:

Ordered as of 6-20-78 $37,133.00

Equipment and supplies:

See attached list

PHYSICAL SPACE

Space requirements

See architect report on "Business Careers"

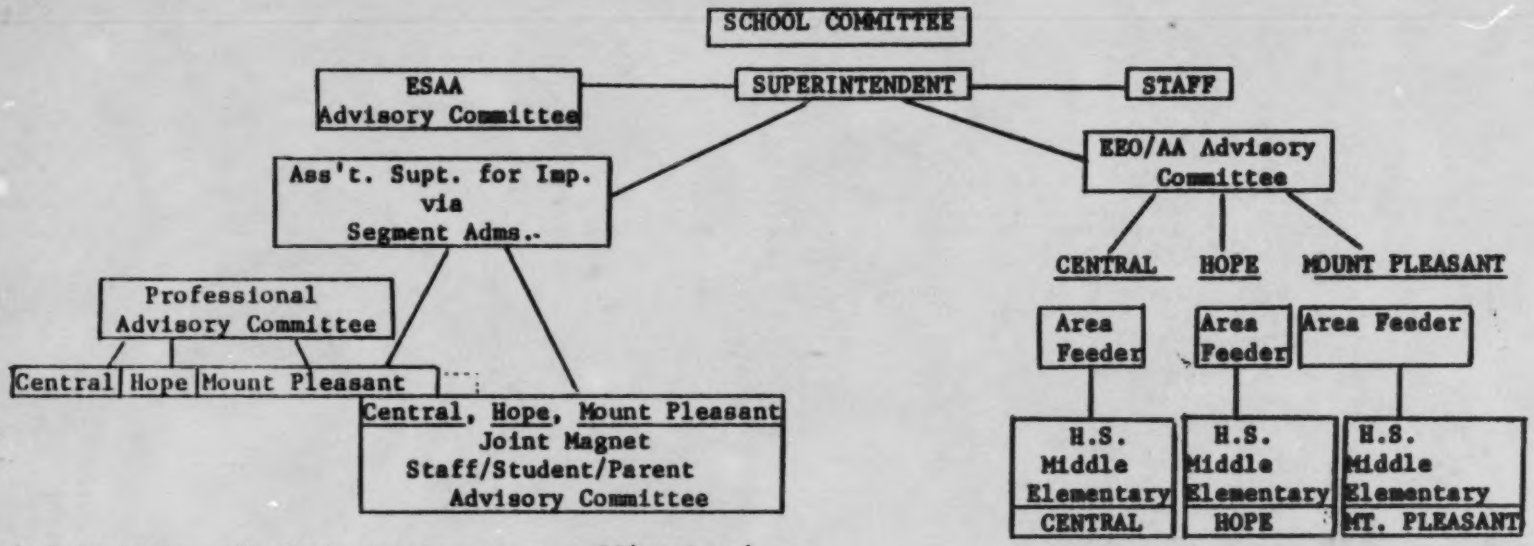
Location of space (rooms)

See above report and report submitted to Mr. Arthur Zarrella and Mr. Charles Matoian on June 15, 1978

Renovations Necessary Prior to September 1, 1978

Type of Renovation	Projected Cost	Status
See report submitted to Mr. Charles Matoian on June 15, 1978	unknown	

MODEL F



1.) Principals will chair joint magnet staff/student/parent advisory committee.
2.) Program supervisors chairs magnet professional advisory committee.
3.) Segment Administrator coordinates and provides communication to decision makers from both committees.
4.) ESAA Advisory Committee chaired by ESAA Program Committee.

1.) Directions for years activities will come from Supt. and Staff. Generally they will advise the Supt. on Educational and related issues (K-12) relative to the educational program of their respective feeder.
2.) Feeder committees will be chaired by respective segments administrators.
3.) EEO/AA Advisory Committee will be chaired by the EEO/Administrator.

Budget

Business Magnet Program

Dr. Robert G. Brooks

Ordered to Date:

Equipment

Quantity	Description	Price
2	IBM Typewriters with elements	$ 1,190.00
1	IBM Computer System	16,305.00
15	Stenograph Machines	3,345.00
20	SCM 7000 Electric	5,600.00
15	Calculators	4,101.00
6	Tape Recorders	300.00
2	Stopwatches	80.00
3	File Cabinets	300.00
	TOTAL	$31,221.00

Materials

15	Stenograph books, workbooks, 1 set tapes	466.00
35	Business Math I books/related materials	361.00
35	Business Math II books/related materials	364.00
35	Typing I/related materials	342.00
1	Set typing transparencies, tapes, charts	750.00
60	Career Exploration texts & Materials	1,829.00
50	Basic Math/related materials	518.00
25	Algebra I/related materials	144.00
30	Algebra I, Part I/related materials	277.00
	Variety of classroom supplies	601.00
1	Each of filmstrips in career areas	260.00
	TOTAL	$5,912.00

COURSE STATEMENT

Magnet Program BUSINESS AND MANAGEMENT

Department/Area of Study BUSINESS CENTRAL HIGH SCHOOL

Course Title Experience Based Career Education Course Number

Length of Course 1 year No. of Credits 1 Grade Level(s) 9

Prerequisites None

[X] Required [ ] Selective [ ] Elective

Course Description:

The Experience Based Career Education course is an exploration into the business world of work, especially designed for high school freshmen at the Business and Management Center. EBCE is an attempt to merge the work world with the classroom by involving the business community in the learning process.

Each student will be exposed to the sudy of business and its economic environment. Emphasis is placed on helping students develop an awareness and appreciation of the American business system.

This innovative career exploration program stresses career awareness, academic growth, and basic social skills. Students have an opportunity to acquire skills and knowledge needed to perform effectively in the business world while becoming familiar with the career options available to them. A major portion of the student's time is devoted to association with employers in the community who provide guidance and knowledge of special skill requirements.

The course is organized to provide students with an awareness to the World of Business for economic understanding. Additionally, each student will have the opportunity to explore specific career fields that offer the greatest potential for exciting and rewarding careers. These fields include accounting, secretarial, clerical, data processing, wholesaling and retailing; and banking and insurance. Opportunities will be provided for students to experience and observe processes in each of the clusters through classroom instruction, field trips, and guest speakers.

Course Goals:

Exploratory Business strives to do five things:

1. Inform students of the wide range of career opportunities in Accounting and Management, Banking and Finance, Computer Science, Marketing, and Secretarial Science/ Office Education.

2. To develop an awareness and knowledge of the American business system and the economic and cultural setting in which it functions.

3. To develop the knowledge, skills, abilities, and attitudes necessary to make and carry out career decisions.

4. To develop a knowledge of the physical, personal, and educational requirements of various careers.

5. To establish a concern about career preparation, job success, and career satisfaction.

Suggested Texts

General Business for Economic Understanding, 11th Edition DeBrum, Haines, Molsbury, Daughtrey; 1976.

Exploring Clerical Careers, Ristan, 1976.

Exploring Data Processing Careers, Baggett, 1976.

Exploring Wholesaling and Retailing Careers, Eggland, 1976.

Exploring Accounting Careers, Plevak, 1976.

Exploring Secretarial Careers, Real, 1976.

Expected Outcomes of Experiance Based Career Education
Business Careers
Grade 9

1. The student knows general categories and characteristics of business occupations (e.g., management, accounting, marketing data processing, advertising, clerical/secretarial/office work).

2. The student is aware of the entry level requirements (skills, education, personal qualities, experience, etc.) for specific careers in management, accounting, marketing, data processing, and clerical/secretarial/office work.

3. The student knows that effective and satisfying career plans are based on adequate knowledge of job possibilities and requirements, and of personal needs, values, interest, and abilities.

4. The student is able to understand and use information about current and projected supply and demand in the labor market for various business careers.

5. The student knows that job applicants in most fields must meet occupational and personal requirements (e.g., formal qualifications through training, credentials, degrees, certificates, diplomas, specified kinds and amounts of experience, personal characteristics desired by employer).

6. The student knows resources which give information about formal job requirements, qualifications, certification, etc. (e.g. college catalogs, published job announcements and descriptions, professional and trade publications, school counseling services, Occupational Outlook Handbook).

7. The student is able to locate and use information needed to evaluate employment opportunities according to his or her own criteria.

8. The student is able to make career plans based on adequate knowledge of personnel skills, interests and aptitudes, and the requirements and rewards of possible careers.

9. The student is able to select courses and programs appropriate to his or her ability, interests, and career plans.

10. The student knows personal characteristics which are commonly valued in business and related occupational fields (e.g., efficiency, accuracy, neatness, appropriate grooming, punctuality, cooperation, honesty, loyalty, congeniality, flexibility, ability to communicate effectively).

11. The student knows that personal characteristics which contribute to job success may vary with the nature of the job (e.g. aggressiveness, high verbal ability are important in selling, patience, accuracy, attention to detail are important in bookkeeping, office work).

12. The student is able to determine the attitudes, values, and characteristics which are conducive to success in occupations he or she is considering.

13. The student is able to determine the specific skills required for entry into occupations he or she is considering.

14. The student is able to determine the formal requirements for entry into occupations he or she is considering (e.g., certification, degrees, licensing).

15. The student is able to determine the kinds of training or experience required or desirable for advancement he or she is considering.

16. The student knows that some professional level occupations require advanced training and passage of licensing or certifying examinations (e.g., attorney, certified public accountant, real estate broker).

17. The student knows that management and professional positions may require baccalaurate or master's degrees, although it is possible in many situations to "rise through the ranks."

18. The student knows that executive positions in established corporations, government agencies, educational institutions, banks, brokerages, etc., usually require post baccalaureate degrees in business administration, accounting, law, or related specialized fields.

19. The student knows that professional level jobs in advertising market research, data processing, and other business-related fields may require baccalaureate or post-baccalaureate degrees within the specialized fields (e.g., design, communications, mathematics, computer science).

20. The student is able to solve problems relating to business education (e.g., retail selling, manufacturing, measurements, personal finance and credit).

SPECIAL OUTCOMES

-- GENERAL BUSINESS --

1. The student knows that the purpose of business includes profits, production, satisfaction of workers and consumers and social benefit.

2. The student is familiar with the concepts (positive-negative) of capitalism, competition, free enterprise, and supply and demand.

3. The student knows that business enterprises utilize human, natural, and capital resources.

4. The student knows the social responsibilities of businesses (e.g., conservation, community services, environmental health, aesthetics).

5. The student knows elements of business organization (e.g., structure, sales, service, records, evaluation).

6. The student knows ways in which businesses establish policies (e.g., wages, hiring, promotion, production).

7. The student knows that businesses create needs for new and innovative goods and services (e.g., business machines, transportation).

8. The student is able to locate information on products and services, and knows consumer rights and responsibilities.

9. The student is able to plan the use of income and savings wisely, and understand the role of credit in meeting economic needs and wants.

10. The student knows the functions of profit-making and non profit-making institutions in our economy.

11. The student knows types and characteristics of business ownership (e.g., sole proprietorship, partnership, corporation).

12. The student knows that business structures may be private, public, quasi-public, or governmental.

13. The student knows factors influencing the selection of business ownership (e.g., potential growth, taxes, product, size, capital).

14. The student is familiar with organization chart formats used in defining lines of responsibility in various types of business structures.

15. The student knows the meanings of business terms (e.g. accountability, profit, responsibility, supervision, automation).

16. The student knows ways in which human resources are utilized in the economy (e.g., government, management and labor's role).

17. The student knows how consumers, business, and government share the cost of government (public) and private (business) services.

18. The student knows how financial services serve the consumer, and how economic risks can be protected.

19. The student knows that the American economic system is dependent on an efficient communication and transportation system to move ideas, goods and people.

20. The student knows that business training, experiences, and skills give one access to a wide variety of employment opportunities (e.g., private business, governmental agencies, education).

SPECIFIC OUTCOMES

-- ACCOUNTING --

1. The student knows that accounting operations include financial record keeping, budgeting, and inventory control.

2. The student is aware of the needs served by accounting (e.g., need for financial records for planning and decision-making).

3. The student knows professional career opportunities in accounting (e.g., certified public accountant, controllers, public accountants, auditors).

4. The student knows entry-level opportunities in accounting and bookkeeping (e.g., accounts payable clerk, payroll clerk, accounts receivable clerk, billing clerk, store record clerk).

5. The student is aware of skills required for entry-level jobs in the accounting occupations (e.g., basic knowledge of computative skills, data processing, and double-entry accounting).

6. The student knows the educational and skill requirements for bookkeepers and accountants (e.g., a high level of reading comprehension, skill in keeping legible records, computation skills).

SPECIFIC OUTCOMES

-- MANAGEMENT --

1. The student knows the general functions of management (e.g., to plan, organize, direct, coordinate, control).

2. The student knows classifications of management personnel (e.g., directors, officers, executives, managers, superiors).

3. The student understands the relationship between managerial responsibilities and the responsibilities of subordinates.

4. The student is aware of professional career opportunities in management (e.g., office manager, management trainee, business teacher, business manager/owner).

5. The student knows entry-level opportunities in management (e.g., foreman, small business manager, small business owner, management trainee).

6. The student is aware of the skills, educational requirements, and personal qualities for careers in the managerial occupations.

SPECIFIC OUTCOMES

-- MARKETING --

1. The student knows the meaning of marketing, and that elements of marketing include research, design and packaging, pricing and buying, transporting and storing, promoting and advertising, selling, and financing.

2. The student knows salesmanship functions (e.g., providing service, determining needs and wants, educating, communicating product information, problem-solving).

3. The student knows that insurance is a method of providing protection against losses incurred as a result of death, accident, damage, unemployment, etc.

4. The student is familiar with the organization and purpose of insurance companies and agencies.

5. The student knows the meaning of the term real estate and that real estate may be bought, sold, or transferred between individuals or businesses.

6. The student is familiar with the organization and purpose of real estate agencies.

7. The student is aware of professional and entry-level career opportunities in marketing.

8. The student is aware of the skills, educational requirements, and personal qualities for professional and entry-level careers in marketing.

SPECIFIC OUTCOMES

-- BANKING AND FINANCE --

1. The student knows the services which banks provide for individuals and businesses.

2. The student is familiar with the organization and structure of the banking industry in Rhode Island.

3. The student is aware of professional career opportunities in banking and finance (e.g., bank officer, bank manager, credit manager, investment counselor, loan officer, economist).

4. The student is aware of entry-level opportunities in banking and finance (e.g., bank teller, credit assistant, bank clerk).

5. The student is aware of the skills, educational requirements, and personal qualities for professional and entry-level careers in banking and finance.

SPECIFIC OUTCOMES

-- COMPUTER SCIENCE --

1. The student knows the functions of data processing/computer systems in modern business, industry, government, education, and other institutions.

2. The student knows that data processing involves the gathering, coding, storage, transportation, and reporting of information.

3. The student knows the basic terminology of data processing/computer science.

4. The student is familiar with the manual, mechanical, and electronic machines used in computer/data processing.

5. The student knows types of data/computer processing: manual, mechanical, electronic.

6. The student is aware of professional career opportunities in data processing/computer science (e.g., computer programmer, systems analyst, programmer analyst).

7. The student is aware of entry-level career opportunities in data processing/computer science (e.g., data processing, clerk, keypunch operator, console operator, printer operator).

8. The student is aware of the skills, educational requirements, and personal qualities for professional and entry-level careers in data processing/computer science.

SPECIFIC OUTCOMES

-- OFFICE OCCUPATIONS --

1. The student knows that there are different types of office personnel and that each type provides particular services (e.g., clerical, general secretarial, executive secretarial, legal secretarial, office administration, data processing).

2. The student is familiar with general secretarial duties commonly performed by office personnel (e.g., filing, business machine operator, typing, reception, switchboard operation).

3. The student is familiar with the duties and kinds of operations directed by officer manager (e.g., office procedures, training and evaluation of office staff, office communications, office purchases, etc.).

4. The student is familiar with the responsibilities and duties performed by executive/administrative secretaries.

5. The student is familiar with responsibilities and duties commonly performed by legal secretaries.

6. The student is familiar with accounting duties commonly performed by secretarial/clerical personnel.

7. The student is familiar with duties commonly performed by secretarial/clerical personnel in banking institutions.

8. The student is familiar with data/computer processing duties commonly performed by secretarial/clerical personnel.

9. The student is familiar with duties commonly performed by secretarial/clerical personnel in sales, insurance, advertising, and real estate.

10. The student is familiar with the types and functions of office machines (e.g., collating machines, stenotype, typewriter, dictating machines, accounting machines, duplicating/copying machines, data processing machines, transcribing machines, etc.)

11. The student is aware of professional career opportunities in secretarial science/office occupations (e.g., executive legal, or medical secretary, technical stenographer, court reporter, office manager, administrative assistant, receptionist, senior typist, administrative secretary).

12. The student is aware of entry-level opportunities in secretarial science/office occupations (e.g., general secretary, general stenographer, receptionist, transcribing machine operator, office clerk, office machine operator, typist, clerk, telephone/ switchboard operator).

13. The student is aware of the skills, educational requirements, and personal qualities for professional and entry-level careers in secretarial science/office occupations.

COURSE STATEMENT

Department/Area of Study BUSINESS EDUCATION

COURSE TITLE Computer Compatible Machine Shorthand Course Number

Length of Course 1 year No. of Credits 1 Grade Level(s) 10

Prerequisites Satisfactory completion of Grade 9 English

Course Overview:

This course applies computer-compatible machine shorthand theory to the compact keyboard of a Stenograph Shorthand Machine so that writing speed and efficiency are obtained by all who use the system. All sounds that make up the English language can be written phonetically through touch control of 22 keys.

Machine Shorthand permits the attainment of writing skills up to a speed equal to a maximum speed of human speech.

Course Goals:

1. To provide the student with sufficient skill in two years to enable him/her to enter an initial stenographic position.

2. To enable students to read fluently from their own machine shorthand paper tape.

3. To enable the student to increase his/her skill in transcription by improving ability in the areas of proper English usage, spelling, capitalization, and punctuation.

4. To develop a business vocabulary.

5. To provide an employable computer-compatible machine shorthand skill of 80-120 words per minute. This will prepare students for office dictation positions as well as for those word processing situations where the Stenograph Shorthand Machine serves as the input device.

6. To provide a computer-compatible machine shorthand background upon which students can build higher writing speeds and pursue high speed writing skills.

7. To acquaint students with the employment opportunities they can find through the use of their machine shorthand skill.

Suggested Texts:

- Stenograph: Computer-Compatible Touch Shorthand Keyboard and Theory, Books I and II, Stenograph Machines, Inc.
- Individual Study Session Workbook
- Tapes correlated with book lessons.

MACHINE SHORTHAND I

A. Content:

First Year

Each instructional unit will consist of five textbook lessons. Three of these lessons cover new theory and two lessons provide for review, mastery of the theory, and dictation practice. The year's work consists of 75 lessons.

For every lesson presented in class, there is an individual study lesson for study outside of class. This outside study can be reinforced by the use of a machine which the student may rent.

A test is given upon completion of each unit. If students have mastered the theory, they begin the next unit. Students who have not mastered the theory in the unit will practice more before moving on.

Students begin taking dictation, reading machine notes, and developing transcription skills in each lesson. Adept students are motivated to develop higher speed levels while slower students practice identical materials, but at speeds compatible with their abilities.

Machine Shorthand

Emphasis is placed on speed building. Out-of-class access to machines is vital to this activity. Students who wish to attain employable skills in the fastest time possible will be given the opportunity to rent a machine for out-of-class practice. The student machine rental program, via an authorized retailer of Stenograph Shorthand Machines, is subject to the school's approval.

B. Performance Objectives:

First Year

By the end of the first year:

1. Students will have mastered the machine keyboard.
2. Students will have mastered the machine shorthand theory.
3. Students will be able to develop words from sound and, thus, build a new vocabulary as the situation requires.

4. Students will be taking dictation at a minimum of 60 to 80 words per minute for 3 minutes at 95% accuracy.

5. Students will be able to rapidly and accurately read machine notes.

6. Students will be able to write "scripthand"--a manual alphabetic method.

C. Instructional Activities:

Machine Shorthand teachers use teaching methods and techniques similar to those in both typewriting and manual shorthand. This approach to the keyboard requires most of the positioning and stroking skills used at the typewriter, including an awareness of a home position, control of the fingers, and quiet hands.

Computer-Compatible Machine Shorthand theory requires most of the student skills found in any shorthand system: the ability to hear and respond to sound patterns, to automatic abbreviations (brief forms) responses, to write phrases and finally to transfer machine notes into mailable copy and usable transcript.

PART III - INSTRUCTIONAL MATERIALS, EQUIPMENT, AND FACILITIES

A. Instructional Materials:

1. Student Textbook
2. Student Workbook
3. Teacher's Manual
4. Dictation Cassettes
5. Supplementary Dictation Book and Cassettes
6. Dictionary
7. Paper

B. Instructional Equipment:

1. Stenograph Shorthand Machines and Tripods
2. Tape Players (Cassette)
3. Typewriters

C. Instructional Facilities:

Shorthand Lab

PART IV - PERSONNEL AND PROFESSIONAL GROWTH ACTIVITIES

A. Personnel:

Present staff to be trained through the use of Stenograph's Individual-Study, Revised Teacher-Education Course.

PART V - EVALUATION

Daily checking of student's papers is recommended. This serves as a means of keeping-in-touch-with-student progress. This regular paper checking will encourage on-time completion of all assigned activity. Formal evaluations are introduced in the student text:

a. knowledge and mastery of the theory.
b. dictation range at the end of the first semester
c. dictation range at the end of the second semester
d. ability to transcribe
e. ability to read shorthand notes.

The purpose of machine shorthand is to give young men and women an above-average employable skill. Because the system permits taking verbatim notes at maximum speeds of human speech, it is suited to every occupation requiring shorthand skills. Touch Shorthand, with its keyboard advantages, allows the student to take shorthand without fatigue at comfortable dictation rates and then to transcribe the machine printed touch notes with great efficiency.

MAGNET PROGRAM:

GOVERNMENT AND LAW MAGNET PROGRAM

SCHOOL: CENTRAL HIGH SCHOOL

Magnet Program Description

The Government and Law Magnet Program will help students learn about government and law, the problems accompanying those areas, the possible solutions to those problems, and the career possibilities in the government and law areas. Students will have the opportunity to learn a number of ways--lecture, notetaking, gaming, simulation, role-playing. At all times students will be learning how to think logically and how to present in writing and orally rational arguments to report their opinions. The program will involve the cooperation of members of the government and law community. As students in this program progress from one grade to the next, they will have more opportunities to do projects in the community independently and to work with people in government and law. The idea of the program will be to experience government and law in action first-hand.

Overall Goals:

To develop a system of "special interest" services in government and law aimed at students with interests in legal careers and government services.

To increase substantive knowledge about government and law.

To teach students problem-solving techniques about societal problems and conflict.

To create a more constructive attitude about government and law.

To encourage students to participate in and contribute to their society and its system of laws and government.

Major Methodology:

Simulation, role-playing
Research
Reading/Analysis/Relationships

Assessment Procedures:

1. Performance
2. Tests

Unique Characteristics:

Simulated courtroom experience.

Extensive community participation.

Basic ninth-grade courses will develop knowledge and skills using government and law content when appropriate.

Program Identity:

A. Extent of integration of magnet students with non-magnet students

When not taking designated magnet courses, magnet students will have the opportunity to attend classes with non-magnet students.

B. Relationship of magnet program to similar programs operated in the system

The Government and Law Program is unique because of the total experience if offers students. The Protective Services Program at Central is limited to Juniors and Seniors, and law enforcement work is only one part of the program. An elective available to all Juniors and Seniors in all schools is Youth and the Law. Some of the content in that course is the same as in the Government and Law Program, but the aim is different and the one course is only one year long.

Support Services:

A. General relationship of magnet programs to the following in terms of resources and services.

A.1. Title I

A.2. Bilingual

Resource help will be available to the students who are bilingual.

A.3. Basic Skills

A Reading Resource Teacher will be available to help the content teachers develop comprehension skills in the various magnet subjects.

A.4. Special Education

Resource services will be available to the students who qualify for special education services.

A.5. Experienced Basic Career Education Program

The career seminar, problem-solving (11th grade), and the student internship (12th grade) particularly relate to the EBCE concept.

Students will be considering and exploring career choices which is related to the EBCE Program. Counseling is one of the main components of the program.

A.6. Counseling and Guidance Services of Comprehension

High school students have chosen the magnet because of career interest. Counseling is a necessary part of the program to help students progress from developing self-concept to acting upon their principles.

A.7. Counseling and Guidance Services of Middle School

The middle school counseling and guidance program will be an integral part in helping students decide which magnets they will choose for the high school experience.

A.8. Other

B. Specific assistance planned for students with limited English speaking ability.

(predominant approach)

C. Specific assistance planned for students with handicaps and disabilities.

D. Specific activities planned to overcome problems of sex-role stereotyping and single-sex enrollments.

Much classwork will be done in the community. Every effort will be made to ensure that students meet, observe, and work with people in non-stereotyped roles, i.e., female police officers, female lawyers, female legislators, male paralegals, etc.

Students will also be made aware of and work with policy and legal problems concerning sex equity.

E. Specific activities planned to focus on cultural and ethnic diversity of magnet students.

Much of the content students will work with, will depend upon sensitivity to cultural and ethnic diversity. Many problems and law situations will involve minorities and poor people.

F. Identification and role of Advisory Group and/or Professional/ Business Community (Specify how they have been or will be involved.)

Representatives of the legal, law enforcement, and political-governing areas should be included on the advisory board. Considerations made in identifying people were to keep the group small yet representative of the various diversions in the area. The following positions/people have been notified:

1. Attorney General's Office
2. Brown University Professor (law, political science)
3. City Council person from Central High Area
4. Democratic State Committee
5. Department of Community Affairs
6. Department of Education, William Clifton, Legal Counsel
7. Family Court, Judge Gallogly
8. Governor's Office, Miriam Lomar, Policy Assistant to the Governor
9. League of Cities and Town, 150 Francis Street
10. League of Women Voters
11. Mayor's Office (representative)
12. Providence Police Department (P.R. Person)
13. Public Defenders Office
14. Republican State Committee
15. Rhode Island Bar Association

The Advisory Group will meet approximately four times a year to be informed of the progress of the program and to offer general guidance in broad general areas.

A steering committee of about four or five people will be selected from the Advisory Group. The steering committee will help involve resource people in the magnet program and help make related sites available.

Parent/Student Involvement

A. Specific form of parent involvement (conferences, classroom participation, curriculum development, advisory group, other). Parent involvement will take a few forms. Some parents will be asked to serve on an advisory committee. One of the tasks of the Parent Advisory Committee will be to help raise support for the magnet program. The support needed will be in the form of human and monetary resources.

Parents will be invited to participate in various program activities.

An effort will be made to allow parents to experience aspects of the program in the evening.

This type of outreach is necessary for parents to understand the education experience their offspring have chosen.

B. General plan for parent evaluation of program

C. General plan for student evaluation of program

D. General plan for student input concerning program policy or curriculum

E. Student discipline policy

This should be a uniform decision for all magnets.

F. Student government and rights

This magnet program is a natural for allowing students to participate in student government. A less than honest effort, however, would cause problems since government and rights are a basic part of what students are learning in the Government and Law Magnet.

G. Extracurricular and co-curricular activities

1. In-Site Rhode Island is an activity available to a limited number of ninth and tenth-grade students in Rhode Island.

2. Students in In-Site have the opportunity to learn about the government of Rhode Island first-hand.

3. An effort will be made to ensure that each student in the program participated in In-Site.

Organizational Issues

A. Organizational structure (Administrative lines of responsibility, etc.)

Assistant Superintendent for Programs
Segment Administrator
Supervisor
Principal
2 Teachers

B. Plans for dissemination of information on magnet program to other

magnets and entire school system.

The magnets should have one newsletter compiled and disseminated.

The students should prepare a newspaper in each program. (I saw one at the Arts School in Cincinnati).

C. Expectations for year-one staff training and program development needs (workshops, release time, etc.)

Curriculum development

Teaching strategies

moral development
case study method
development of hypotheticals
use of resource people
use of community resources
reading in the content area
use of audiovisual materials
career awareness

CAREER AWARENESS

ENROLLMENT

Total for September, 1978: 25

Grade (s): 9 25

Breakdowns

Category		Number
Sex	M	12
	F	12
Race (specify)	W	11
	B	12
	SpSurname	2
Ethnicity (specify)	P	1
	Sp Surname	2
Language Dominance (specify)	Portuguese	1
	Spanish	1
Handicapped Status (Indicate disability and availability of IEP)		

COURSE OFFERINGS - 9th GRADE
(Appendix 10-12th grade offerings)

Course Title	Course Number	Number of Credits	Length of Course	Grade Level	Magnet	Non-Magnet
English	10	1	1 year	9	x	
Algebra	205	1	1 year	9		x
Basic Math	224	1	1 year	9		x
West. Civ.	468	1	1 year	9	x	
Gen. Science	637	1	1 year	9		x
Law Careers Exploratory		1 3/5	1 year	9	x	
Phys. Ed.		2/5	1 year	9		x

STAFFING

Teacher Name	Race/Ethnicity	Sex	Course	Prior Experience
Richard George				

PROGRAM BUDGET

Total budget: $3,964.96 +

Subscriptions	$ 519.00
Texts	1,430.41
Reference	131.05
Educational Materials	711.25
Equipment	1,173.25

Equipment and supplies:

PHYSICAL SPACE

Space requirements

2 classrooms, one of which will have a courtroom

Location of space (rooms)

Winter Street Wing, 1st floor

Renovations necessary prior to September 1, 1978

See architect's report

Type of Renovation	Projected Cost	Status

COURSE STATEMENT

Magnet Program Government and Law

Department/Area of Study Social Studies

Course Title Law Careers Exploratory Modules Course Number

Length of Course 1 year No. of Credits 1 3/5 Grade Level(s) 9

Prerequisites

☐ Required ☐ Selective ☐ Elective

Course Description:

The Government and Law Magnet Program will help students learn about government and law, the problems accompanying those areas, the possible solutions to those problems, and the career possibilities in the government and law areas. Students will have the opportunity to learn a number of ways - lecture, notetaking, gaming, simulation, role-playing. At all times students will be learning how to think logically and how to present in writing and orally rational arguments to report their opinions. The program will involve the cooperation of members of the government and law community. As students in this program progress from one grade to the next, they will have more opportunities to do projects in the community independently and to work with people in government and law. The idea of the program will be to experience government and law in action first-hand.

Course Goals:

To develop a system of "special interest" services in government and law aimed at students with interests in legal careers and government services.
To increase substantive knowledge about government and law.
To teach students problem-solving techniques about societal problems and conflict.
To create a more constructive attitude about government and law.
To encourage students to participate in and contribute to their society and its system of laws and government.

Expected Outcomes of Course (including key intervals):

Students will have a knowledge of career opportunities in the areas of government and law.

Students will know what types of preparation are necessary for students who are interested in careers in Government and Law.
Students will be able to define ways government and law affects them and their families.
Students will know why laws are necessary to society.
Students will know and understand that various people have a variety of attitudes toward government and law.
Students will be able to define their attitudes toward government and law and support their attitude with reasons.
Students will understand the system of local government.

General Framework Within Activities Should Be Developed:

This course will meet eight times a week.
One Monday, Wednesday, and Friday it will meet in double periods.
Some weeks time will be scheduled for the students to hear a guest speaker or resource person from this area; other weeks students will participate in field trips during this time.

Assessment Procedures:

Pre-and post-tests
Attitudinal surveys
Objective tests
Essay tests
Demonstration of understandings

Preferred Method of Instruction (specify approaches for multi-level student skills and abilities):

Discussion allows students to share ideas and the thinking process. This allows for the fact that students think on different levels of sophistication but at the same time do not necessarily have the same level in reading and writing skills. Students will have the opportunity to use their reading, writing, speaking, and listening skills every day on their own level.

Integration of Course With Experience Based Career Education Program:

This course requires sites for field trip experiences. Perhaps EBCE can define how it sees its integration.

Plans for Short-term and Long-term Site Visits and Work Experiences:

This course requires students to visit a number of government and law-related agencies on short-term visits of two to three hours. Some places which students might visit are:

City Hall
The State House
Department of Community Affairs
Superior Court

Department of Corrections
Community Redevelopment Agency

Plans for inclusion and support of students with limited English speaking ability:

Resource help available
Emphasis upon listening and speaking activities increases the student's ability to understand and speak English.
Students will have the opportunity to obtain information from audio-visual sources as well as printed sources and one another.

Plans for students with identifiable handicaps:

Once identified, resource help will be available. With the help of resource people, the classroom instruction will reflect the needs of the identified students.

Plans for familiarizing students with cultural and ethnic diversity of magnet students:

Through English and Western Civilization instruction students will learn and share knowledge of one another's ethnic and cultural diversity. They will also learn through the Exploratory Modules how society deals with that diversity and through affective exercises will be able to express and evaluate their own attitudes and values toward ethnic and cultural diversity.

Steps for ensuring texts and materials are free of cultural, racial, and sexual bias:

Use the Textbook/Materials Adoption Guidelines.

If course has uneven balance of male and female students, plans for providing support to the smaller number of students:

Resource people from the sex least represented will be used to show the young people there is a place for them in these career areas. Supportive counseling here will be helpful. Teaming of students to deemphasize the uneven sexual division will also be useful.

If course has uneven balance of minority and majority students, plans for providing support to the minority students:

Resource people from the sex least represented will be used to show the young people there is a place for them in these career areas. Supportive counseling here will be helpful. Teaming of students to deemphasize the uneven sexual division will also be useful.
Also, special career information on the need for representation in these careers. The Law Exploratory Modules will lend themselves particularly to discussion of equal representation, affirmative action, and quota systems.

Plans for in-service training and release time for participating teachers:

Needs

Teaching Techniques:	Reading in the content area - consultant needed Background should be content area with advanced reading degree Moral Development Strategies - Hank Zabierec Hypothetical Cases - Bill Gibson Use of audio-visual aids - American Bar Association Case Study Method - Constitutional Rights Foundation Newspaper in the Classroom - Barbara Tattersall, Cumberland
General Needs Common to All Magnets:	Definition of multi-cultural education and how it applies to a total school experience Counseling in magnet programs Career education techniques Gifted and Talented identification and activities Use of resource people Use of field trips

MAGNET PROGRAM INFORMATION

Magnet Program: Health Careers

School: Mount Pleasant High School

MAGNET PROGRAM DESCRIPTION

Abstract

The Health Careers Magnet is a professional career-oriented program. It is designed to provide students with opportunities to explore health careers, to further personal growth and development, and to build a foundation of basic health and science concepts for use in later health courses or in later life. This program is intended to help develop an understanding of the life of a person dedicated to the world of science, health and service to mankind.

Overall Goals:

To provide a health careers-directed curriculum and opportunities for developing a wide range of skills in the health care field.

To develop high-level career awareness in health careers.

To provide an introduction to the kinds of health care that will enhance the quality of life for the student and others.

To provide community-based experiences in the health fields.

To experience success and gain a positive self-image through a flexible structure that contributes to each student's progress and skill development.

To provide educational experiences that are culturally pluralistic.

Major Methodology (e.g., small groups, lectures, etc.)

A variety of methodologies will be employed in the magnet

program. This diverse approach will include:

1. small group instruction
2. large group instruction
3. team teaching
4. individualized instruction
5. discovery learning
6. traditional teacher-directed activities

Assessment Procedures:

Student achievement will be determined through a testing procedure conducted by the Division of Research and Evaluation. Student attendance patterns will also be monitored by Mount Pleasant High School.

Formative evaluation will be provided on a weekly basis during magnet staff meetings. This will provide valued feedback for decision-making during the development of curriculum.

Program and teacher evaluation will be performed by the program staff. Evaluation is seen as a basis for reporting to concerned members of the community on the effectiveness of the curriculum during implementation.

Unique Characteristics:

1. The only city-wide program whose major thrust is in the area of Health Careers -

2. The use of licensed health professionals who are dually certified as health and science teachers or nurse/vocation teachers -

3. The inclusion of simulated direct and indirect patient care facilities within the school -

4. The interaction and cooperation of the various allied health facilties in the public and private sector -

PROGRAM IDENTITY

A. Extent of integration of magnet students with non-magnet students.

All magnet students will be involved in regular classroom interaction during the first three or four periods of each day in non-magnet courses. Students who choose to, will also interact in extra-curricular activities with non-magnet students.

B. Relationship of magnet program to similar programs operated in the system (e.g., Law and Government Magnet to Law Enforcement Program; Health Magnet to Medical Secretarial Program, etc.).

The health occupations program at the Vocational School will be phased out and students will be referred to the Health Careers Magnet. The Health Careers Magnet will incorporate the health occupations curricula as part of its program.

SUPPORT SERVICES

A. General relationship of magnet programs to the following in terms of resources and services

A.1. Title I

Mount Pleasant High School is not designated a Title I school. However, a reading resource teacher will provide remediation to students requiring such assistance.

A 2. Bilingual/ESL

An ESL teacher will be assigned to Mount Pleasant High School and will be available to magnet students.

A 3. Basic Skills

Students will participate in the Providence Competency Based Instructional Program. This will assess the level of achievement and learning style of each student and prescribe a program to correct deficiencies when appropriate.

A 4. Special Education

The special needs resource teacher at Mount Pleasant High School will provide resources and services to any student in need of assistance in special education.

A 5. Experience Based Career Education Program (related to career development and preparation needs).

Students in the exploratory program will be provided with opportunities to meet the professionals from the allied health field. This foundation will prepare students for subsequent EBCE activities in grades 10-12.

A 6. Counseling and Guidance Services of Comprehensive High School

The ninth grade guidance counselor at Mount Pleasant High

School will be responsible for the incoming magnet students.

The major goals of the guidance department at Mount Pleasant High School are:

1) Provide data for effective teaching and provide the student (through careful interpretation) with information about himself for his own use in purposeful planning;

2) Help each individual to plan his future purposefully by enabling him to understand his own abilities, interest, and opportunities, and to plan an education in harmony with them; and

3) Adapt the school to the student's needs.

A 7. Through middle school career awareness program, students will receive instruction in career education in the area of Health. This will give students the opportunity to make informed decisions and wise career-related choices.

A 8. Other: Teacher-Advisor

In addition to the services provided by the guidance counselor, teachers will also act in an advisory capacity to incoming students.

B. Specific assistance planned for students with limited English speaking ability (predominant approach).

Students will attend the magnet classes and receive additional instruction in their ESL classes. This will reinforce the concepts taught in the Health magnet courses.

C. Specific assistance planned for students with handicaps and disabilities.

Students will receive the same instruction as other magnet students. In addition, the special needs resource teacher will be available to students in need of assistance.

PARENT/STUDENT INVOLVEMENT

A. Specific form of parent involvement (conference and advisory group)

A student-teacher-parent advisory committee will be established with representatives from each magnet program.

F. Identification and role of Advisory Group and/or Professional/ Business Community (Specify how they have been or will be involved)

An advisory group consisting of representatives of 13 major umbrella health organizations in the State of Rhode Island has been established. Their major responsibilities will be to: (1) Review curriculum and recommend revisions; (2) Assist in the identification of individuals and/or organizations that could provide resources, both technical and financial, as well as support services; and (3) Commenting on periodic reports relative to the magnet school program. The Health Career Advisory Board held its first meeting on June 16, 1978. The meeting was hosted by Mr. Joseph P. Travers, Director of the Veterans Hospital.

ORGANIZATIONAL ISSUES

A. Organizational structure (administrative lines of responsibility, etc.)

The magnet staff will be directly responsible to the building principal and will follow the normal organizational procedures. If ESSA funding is received, the magnet program will have an advisor who will act as liaison between the teachers and the principal, again following normal administrative lines.

B. Plan for dissemination of information on magnet program to other magnets and entire school system

Interim reports and a magnet newsletter will keep parents informed of the status of each program. In addition to this, other dissemination activities will be conducted when special events or occasions warrant it.

C. Expectations for year one staff training and program development needs (workshops, release time, etc.)

Staff training for year one will be more clearly defined once the program is underway. Some major topics of emphasis will be career awareness, the health care delivery system in the United States, and the business component of the program.

Program development will continue throughout the year. All staff will be available one period per day for planning those activities necessary for the further development of the health careers magnet.

D. General plan for student input concerning program policy or curriculum

Parents are urged to (1) make direct personal contact with magnet program staff; (2) visit the program; (3) work with the program in planning and coordinating information dissemination activities; (4) outline the role and function of parents within the school program; and (5) actively seek the participation of other parents.

B. General plan for parent communication

Parents can play an important role in the magnet program as resources to program staff in two ways: (1) by responding to written questionnaires concerning student activities; and (2) by acting as liaison between the student and the school.

Open lines of communication between parents and teachers will be encouraged.

C. General plan for student evaluation of program

Students will be asked to evaluate certain program activities such as the value and relevance of speakers, field trips, and workshop activities. Students will also be asked to evaluate their own progress in the program. Students will be asked to set a realistic goal and chart their success toward reaching that goal.

D. Specific activities planned to overcome problems of sex-role stereotyping and single-sex enrollments

Several strategies will be employed to overcome problems of sex-role stereotyping and single-sex enrollments: (1) non-traditional speakers (i.e., a male nurse); (2) role playing and role reversal; and (3) values clarification. Teacher training conducted during the summer workshop will provide additional awareness materials and strategies to address this issue.

E. Specific activities planned to focus on cultural and ethnic diversity of magnet students

Teachers will be made aware of certain approaches and strategies to address cultural and ethnic diversity. They will receive a suggested bibliography and A-V resources.

The major focus will be on the health care delivery system in other parts of the world. Students will look at various cultures in crisis and ask themselves what answers have been chosen and what options were available to these people. Students will then address these issues in their own culturally-pluralistic country.

A student representative will sit on the magnet school advisory board. This board will (1) recommend policy changes on: (a) selection criteria, (b) recruitment, (c) admission procedures, (d) maintenance, (e) curriculum, (f) staff selection criteria; (2) recommend changes to improve the quality of the magnet program; and (3) recommend speakers and lecturers.

E. Student discipline policy

Students will be required to follow the general regulations regarding student conduct outlined in the Davis-Brickell book under the title of "Student Code of Rights and Regulations."

In addition, students attending the magnet program will be required to adhere to certain maintenance criteria to be determined before the opening of school in September.

F. Student government and rights

Mount Pleasant High School Student Council will represent the Health magnet students as well as the regular students. Also, students' responsbilities and rights will remain the same for magnet and non-magnet students.

G. Extracurricular and cocurricular activities

A wide variety of activities exists at Mount Pleasant High School, both during and after school, where students may participate in extracurricular activities.

In addition, an effort will be made to establish a Health Occupations Student Association (HOSA) at Mount Pleasant High School.

ENROLLMENT

Total for September, 1978: 80

Grade (s): 9 and 10 (exploratory course only)

Breakdowns

Category		Number
Sex	Male	19
	Female	61
Race (specify)	Black	18
	White	51
Ethnicity (specify)	Spanish	8
	Asian	1
Language Dominance (specify)	Am. Indian	0
	Portugese	2
Handicapped Status (Indicate disability and availability of IEP)		1

COURSE OFFERINGS - 9th Grade
(Appendix 10-12th grade offerings)

Course Title	Course Number	Number of Credits	Length of Course	Grade Level	Magnet	Non-Magnet
Foundations of Health Anatomy		2	1 year	9-10	x	
Health Career Explorations		1 or 2/5	1 year	9-10	x	

STAFFING

Teacher Name	Race/Ethnicity	Sex	Course	Prior Experience
Rossoni	White	M	Foundations	Lab Tech/Teacher
Dunn	White	F	Foundations	Med Tech/Teacher
Malloy	White	F	Health Car.	Nurse/Teacher
Rainone	White	F	Health Comp & Careers	Health Educator
Conti	White	M	Business	Business Teacher

PROGRAM BUDGET

Total budget: $15,634.28

Equipment and supplies:

PHYSICAL SPACE

Space requirements

1. One large room
2. Regular Science Classroo
3. Simulated Laboratory spa

Location of space (rooms)

1. Room 307
2. Rooms, 313, 314
3. Room 312

Renovations Necessary Prior to September 1, 1978

Type of Renovation	Projected Cost	Status
Room Dividers	$500.00	in progress
Security Doors	$500.00	pending
Storage cabinet		pending
Reconditioning Rooms #313 and #314		pending
Water for Room #307		pending approval

Total Program Budget: $15,634.28

Supplies and Materials Ordered:

Item	Cost
1. Readacrit Centrifuge	$ 282.00
2. Height & Weight Scale	138.00
3. Plastic Bed Pans (4)	32.00
4. Secondary Mobile Health Lab.	3,386.00
5. CPR Mani Torso	286.00
6. Copy Paper for 209 Machine	543.97
7. Intermediate Roles for above	439.67
8. Paper for "Secretary Machine"	108.65
9. Spirit Masters for above	66.70
10. Electronic Sphygmomanometer	65.00
11. Physiology Kit No. 3	395.00
12. Bowles Stethoscope (10)	54.00
13. Mercurial Sphygmomanometer (4)	114.00
14. Hemacytometer (6)	253.80
15. Cover glasses for above	6.48
16. ABD and RH Combination Set (3)	42.00
17. Basic Animal Dissection Kits	264.00
18. Pig Embryos (50)	131.00
19. The Human Environment	1,340.00
20. Human Skeleton	387.50
21. Ear Cassette Program	105.00
22. Eye Cassette Program	118.00

Supplies and Materials ordered: (continued)	
23. Frohse Charts (set of 11)	363.00
24. Centrifugal Tubes, 15 ml. (2 cases)	18.24
25. 10 x 75 3 ml. Tubes (1 pkg.)	2.43
26. 15 x 125, 14 ml. Tubes (6 pkgs.)	21.30
27. Microscope Slide Voer Glasses (10 pkgs.)	34.00
28. Microscope Slides (1 case)	48.24
29. Urinometer, Squibb (6)	54.00
30. Bacteria Colony Counter (3)	105.00
31. First Aid Cabinet	30.00
32. Centrifuge, 12 Place, 2-speed	249.00
33. Rotors, 12 Place, 15 ml. Tubes	43.65
34. Swift M1001 Medical Microscope	796.00
35. Swift M2246B Microscope (8)	2,447.20
36. AO Stereoscopic Model 42 RT	344.00
37. Sterilizer	227.00
38. Incubator, Bacteriological	150.00
39. Pipet Washer	53.90
40. Pipet Basket	27.30
41. Textbooks "Modern Health" (30 copies)	360.00
42. Textbooks "Life Science" (30 copies)	300.00
43. Textbooks "Modern Biology" (30 copies)	360.00
44. Textbooks "Biology: Living Systems" (60)	600.00
45. Textbooks "Medical Office Procedures" (35)	306.25
46. Textbooks "Tune in to Health" (60)	135.00

COURSE STATEMENT

Magnet Program HEALTH CAREERS

Department/Area of Study Science/Health

Course Title Foundations of Health & Anatomy Course Number _____

Length of Course 1 year No. of Credits 2 Grade Level(s) 9 and 10

Prerequisites Successful completion of Grade 8/9

[X] Required [ ] Selective [ ] Elective

Course Description:

This course will introduce anatomy and health to the student. It will provide students with basic health information needed to maintain good health and promote healthful living. The study of diseases and harmful substances is included to help students make wise decisions concerning their bodies and their lives. In addition, each life process is studied in relation to vertebrates and invertebrates. The most important focus of study is on the processes in the human body and the basic concepts needed for any scientific biological studies. This course serves as a foundation for the study of anatomy and physiology.

Course Goals:

To provide a systems approach to the study of anatomy.
To provide an understanding of basic biological concepts and principles.
To provide an understanding of the importance of good personal, emotional, and mental health.
To practice a preventive approach to living.
To provide an introduction to direct and indirect patient care.

Expected Outcomes of Course (including key intervals):

The student will be able to define health as total well-being and not merely the absence of ill health or disease.
Upon completing the studying of diseases and their effects on the body, the student will be able to relate nursing care to diseases processes.
After studying the principles of nutrition, the student will be able to relate the importance of good nutrition to patient well-being.
After the use of role playing and open discussion, the student will be able to develop better communication skills and interpersonal relationships.

The student will be able to relate medical principles and demonstrate nursing skills in patient care.
The student will be able to explain how an individual's decisions and actions have affected his state of health.
The student will be able to illustrate the unevenness and variations of growth and development among individuals.
The student will be able to describe the continuous nature of human growth and development.

General Framework Within Which Activities Should be Developed:

This course is scheduled for eight periods per week, four in anatomy and four in health. The course will be taught by a health/science teacher team which will work closely in coordinating the anatomy and health aspects of the curricula. This team approach allows for flexibility in scheduling so that double periods will be available when necessary.

Assessment Procedures:

Student progress will be assessed using a variety of approachs including quizzes, games, puzzles, tests, and work sheets.

Preferred Method of Instruction (Specify approachs for multi-level student skills and abilities):

Students will be grouped for instruction.

Instruction should be geared to meet the individual needs of the students within the framework of the group as well as within the context of the course.

Integration of Course with Experience Based Career Education Program:

Students will not be directly involved in EBCE in this course. However, all students will receive some EBCE opportunities in the Exploratory program. In addition, students will receive career guidance and an opportunity to integrate career decision-making skills into the curriculum.

Plans for Short-term and Long-term Site Visits and Work Experiences:

Students will participate in field trips in the Exploratory program. In grades 10, 11, and 12, students will be involved in field placements and part-time work experiences in the health field.

If course has uneven balance of male and female students, plans for providing support to the smaller number of students:

Several strategies will be employed to overcome problems of sex-role stereotyping and single-sex enrollments:

(1) non-traditional speakers, (i.e., a male nurse)
(2) role playing and role reversal;
(3) values clarification;
(4) non-biased texts and materials.

Teacher training conducted during the summer workshop will provide additional awareness materials and strategies to address this issue.

If course has uneven balance of minority and majority students, plans for providing support to the minority students:

Several strategies will be employed to provide support for minority students:

(1) appropriate race or ethnic role models;
(2) values clarification;
(3) non-biased texts and materials;
(4) role playing and role reversal.

Plans for in-service training and release time for participating teachers:

Staff training for year one will be more clearly defined once the program is underway.

Some major topics of emphasis will be career development and professional associations.

Plans for inclusion and support of students with limited English-speaking ability:

The limited English-speaking students will be paired with bilingual students whenever possible. Each bilingual student will act as a tutor during the exploratory course. The limited English-speaking students will attend ESL English and a reinforcing ESL class specifically oriented to Health. The student will be supplemented with reinforcing materials dealing with major concepts in the Health area. This will be carried out by the ESL Resource Teacher.

Plans for students with identifiable handicaps:

Students with identifiable handicaps such as learning disability will receive a prescribed course of study commensurate with the basic skills program to reinforce that student's need. In addition, certain identified students will have available to them a special-needs resource teacher to augment the work done in the Health magnet.

Plans for familiarizing students with cultural and ethnic diversity of magnet students:

Teacher training will begin to sensitize teachers to the differences among students. Teachers will be made aware of certain approaches and strategies to address cultural and ethnic diversity. They will receive a suggested bibliography and A-V resources. The major focus will be on the health care delivery system in other parts of the world. Students will look at various cultures in crisis or conflict and ask themselves what answers have been chosen and what options were available to these people. Students will then address these issues to their own culturally-pluralistic country.

Steps for ensuring texts and materials are free of cultural, racial, and sexual bias:

Texts will be reviewed by two staff members and the program administrator for placement on the approved textbook list. The content and presentation, both narrative and pictoral, will be scrutinized to insure the material avoids prejudice and stereotyping. The readability of each text will be determined, using a graph for estimating readability.

FOUNDATIONS OF HEALTH AND ANATOMY

Scope and Sequence

PART I Principles of Anatomy

Unit I - Introduction (six weeks)

A. Orientation

1. Meaning of Anatomy
2. Reasons for studying Anatomy
3. Scientific method applied to Anatomy
4. Related sciences

B. Microscope

C. The Cell

1. Structure and function
2. Comparison of several types
3. Observation under microscope
4. Relation of cell to organism as a whole
5. Atoms, molecules, compounds, ions, elements
6. Protoplasm
7. Protista
   (a) Molds
   (b) Protoza
   (c) Simple types
8. Bacteria
   (a) Disease
      (1) causes
      (2) controls
   (b) Men involved
      (1) Pasteur
      (2) Reed
      (3) Lister
      (4) Fleming
      (5) Salk, etc.

D. Main groups of animals

UNIT II - Animal Kingdom (six weeks)

A. Invertebrates

1. Circulation
2. Respiration
3. Secretion

4. Excretion
5. Locomotion
6. Coordination
7. Food getting (nutrition)
8. Reproduction

UNIT III - Body Functions and Dynamics (eight weeks)

A. Musculo-Skeletal System

1. Fatigue and sleep
2. Exercise
3. Body mechanics
4. Accident prevention

B. Respiration

1. Effects of temperature, humidity, ventilation
2. Diseases and conditions
   (a) Prevention and care
   (b) Pollution, ecology, smoking

C. Circulatory System

1. Heart disease
   (a) Heart nutrition
   (b) Prevention of hypertension
       Arteriosclerosis
2. Community agencies

D. Digestive System

1. Nutrition
   (a) Food additives
   (b) Shopping wisely
2. Digestive disorders
   (a) Prevention
   (b) Care

E. Excretory System

1. Elimination
2. Diseases
3. Public health standards
4. Communicable diseases

F. Nervous System

1. Sense organs: care of ears and eyes
2. Nerve deprivation

(a) Paralysis
(b) Diseases: polio, meningitis
(c) Accident prevention

PART II Principles of Health

UNIT I - Nature of Behavior (six weeks)

A. Physical Growth

1. Growth and development
2. Chronological vs. physical age
3. Appearance

B. Intellectual Growth

1. Experiences of living
2. Exercising of mind through school
3. Heredity vs. environment

C. Emotional Growth

1. Growth and development
2. Coping mechanisms
3. Abnormal behavior
4. Personality

D. Spiritual Growth

1. Development of values
2. Stereotypes regarding cultural and ethnic groups

E. Social Growth

1. Development of social skills
2. Role playing
3. Self-esteem

UNIT II - Living Fit (six weeks)

A. How to Meet your Body's Needs

B. Disease Prevention

1. Chronic and degenerative diseases
2. Communicable diseases
3. Medical care available
4. Consumer health
5. Accident prevention
   (a) Sports, schools, work, at home

B. Vertebrates

UNIT III - Human Anatomy and Physiology (eight weeks)

A. General Structure (Muscle and Bone)
B. Respiration
C. Circulation and Assimilation
D. Digestion and Absorption
E. Excretion
F. Nervous System
G. Endocrine Glands
H. Exam

UNIT IV - Continuity of Life (three weeks)

A. The Reproduction Process: egg to organism

1. Mitosis
2. Meiosis

B. Asexual Reproduction
C. Sexual Reproduction
D. Genetics and Human Hereditary Patterns.

UNIT V - Ecology (five weeks)

A. Interdependence of Living Things
B. Conservation
C. Tobacco
D. Drugs
E. Alcohol
F. Review
G. Final Exam

G. Endocrine System

1. Effects of hormones in relation to our emotional and physical well-being
2. Nutrition requirements
3. Deficiency diseases; goiter giantism; dwarfism

UNIT IV - Continuity of Life (four weeks)

A. Heredity and Genetics

1. Human traits
2. Congenital defects
   (a) Prevention
   (b) Screening
   (c) Community resources

B. Development

1. Nutrition
2. Drugs affecting growth
3. Teenage pregnancies
4. Problems of a teenage parent
5. Community resources

UNIT V - Drugs (four weeks)

A. Over-the-Counter Prescriptions
B. Self-Medication vs. Prescriptions by Physician
C. Effects on our Health
D. Review
E. Final Exam

COURSE STATEMENT

Magnet Program Health Careers Magnet

Department/Area of Study HEALTH AND SCIENCE

Course Title Health Careers Explorations Course Number _____

Length of Course 1 year No. of Credits 1 *2/5 college prep. Grade Level(s) 9-10

Prerequisites Successful completion of grade eight

[X] Required [ ] Selective [ ] Elective

Course Description:

Health Careers Exploration is designed to provide the student with information which will facilitate career decision-making during and after high school. The student is introduced to a variety of field trips, guest speakers, audio visuals, textbooks, and individual projects. Skills for working in health careers are introduced and explanations are given about the health care delivery system in this country and the world.

Course Goals:

To provide a variety of opportunities to explore the options in health careers.
To prepare the student to make wise career-related choices.
To provide students with professional role models which reflect the city-wide population.
To experience the health professions on a first-hand basis as much as possible.

Expected Outcomes of Course (including key intervals):

The student will be able to:

Identify the services rendered in the various health careers.
List the qualifications and opportunities for advancement in each career.
Compare the various types of health careers in hospitals, nursing homes, and health agencies.
List the functions of health career personnel and their legal limitations in practice.

List the basic qualities a person who desires a health career should have.
Identify roots, prefixes, suffixes, and abbreviations used in health care language.

General Framework Within Activities Should be Developed:

Each unit is introduced by a speaker involved with that unit's profession. The introduction is followed by classroom background and related speakers and tours. Students will be given information on the type of work, personal qualifications, duties, educational requirements, training, and employment opportunities for each career speaker. Students will also be instructed in Health terminology relevant to each career.

Assessment Procedures:

Students will be required to keep a notebook containing relevant information on each career as well as the material provided to the student. Students will be graded on the neatness and organization of their notebooks.

Students will be tested and evaluated on their classroom performance and on their career awareness.

Preferred Method of Instruction (specify approaches for multi-level student skills and abilities):

Students will be grouped for instruction.

Instruction will be geared to meet the individual needs of the students within the framework of the group as well as within the context of the course.

Integration of Course with Experience Based Career Education Program:

This course will provide students with opportunities to meet with professionals from the allied health field. This foundation will prepare students for subsequent EBCE opportunities.

Plans for Short-term and Long-term Site Visits and Work Experiences:

Students will participate in field trips in the exploratory programs. In grades 10, 11, and 12, students will be involved in field placement and part-time work experiences in the health field.

If course has uneven balance of male and female students, plans for providing support to the smaller number of students:

Several strategies will be employed to overcome problems of sex-role stereotyping and single-sex enrollments:

(1) non-traditional speakers (i.e., a male nurse);

(2) role playing and role reversal;
(3) values clarification;
(4) non-biased texts and materials.

Teacher training conducted during the summer workshop will provide additional awareness materials and strategies to address this issue.

If Course has uneven balance of minority and majority students, plans for providing support to the minority students:

Several strategies will be employed to provide support for minority students:

(1) appropriate race or ethnic role models;
(2) values clarification;
(3) non-biased texts and materials;
(4) role playing and role reversal.

Plans for in-service training and release time for participating teachers:

A workshop will be planned to orient staff to the health field and its wide range of job opportunities. Staff will be provided with a preliminary list of guest speakers which will be used to introduce each unit. Staff will also receive information concerning a description of work, personal qualifications, duties, education, training, advancement, future employment earnings, hours, suggested follow-up activities for students, visual aids, additional information sources, and a bibliography for each career unit.

Plans for inclusion and support of students with limited English-speaking ability:

The limited English-speaking students will be paired with bilingual students whenever possible. Each bilingual student will act as a tutor during the exploratory course. The limited English-speaking students will attend ESL English and a reinforcing ESL class specifically oriented to Health. The student will be supplemented with reinforcing materials dealing with major concepts in the Health area. This will be carried out by the ESL Resource Teacher.

Plans for students with identifiable handicaps:

Students with identifiable handicaps such as a learning disability will receive a prescribed course of study commensurate with the basic skills program to reinforce that student's need. In addition, certain identified students will have available to them a special needs resource teacher to augment the work done in the Health magnet.

Plans for familiarizing students with cultural and ethnic diversity of magnet students:

Teachers will be made aware of certain approaches and strategies to address cultural and ethnic diversity. They will receive a suggested bibliography and A-V resources. The major focus will be on the health care delivery system in other parts of the world. Students will look at various cultures in crisis or conflict and ask themselves what answers have been chosen and what options were available to these people. Students will then address these issues in their own culturally-pluralistic country.

Steps for ensuring texts and materials are free of cultural, racial, and sexual bias:

Texts will be reviewed by two staff members and the program administrator for placement on the approved textbook list.

The content and presentation: Both narrative and pictoral will be scrutinized to insure that the material avoids prejudice and stereotyping. The readability of each text will be determined, using a graph for estimating readiability.

HEALTH CAREERS EXPLORATIONS

Scope and Sequence

The following job opportunities in Health Careers will be explored:

Unit 1. Careers in primary health services
2. Careers in dentistry
3. Careers in diagnostic services
4. Nursing and allied careers
5. Careers in therapy and rehabilitation
6. Careers in administration and support services
7. Careers in health research
8. Careers in environment/public health
9. Mental health careers
10. Careers in health specialties

Each unit will address the following major concepts:

I. Personal Qualifications for Health Careers

A. To relate personal qualifications to health care careers
B. To develop guidelines for the hygiene and grooming of health careers personnel
C. To relate values clarification to health careers

II. The Language of Health Care

To identify roots, prefixes, suffixes, and abbreviations used in health care language

III. The Health Care Delivery System

A. To identify types of health care facilities
B. To compare health care in primitive times and modern times
C. To show graphically the organization of departments and personnel in major types of health care facilities
D. To compare the basic modern approaches to health care and the current costs of health care in the United States
E. To compare the health care delivery systems in other countries to the United States
F. To determine the current costs of health care services in the United States

IV. Working Safely in Health Careers

To identify principles for safe work in health care facilities

V. Ethics and Laws of Health Careers

A. To compare modern and ancient medical ethics
B. To differentiate the methods of licensing medical and dental personnel.